

California Schools

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Superintendent of Public Instruction

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PUBLIC SCHOOLS WEEK, APRIL 26 TO MAY 1, 1948

The twenty-ninth annual Public Schools Week observance in California will begin on Monday, April 26, 1948, and will continue through Saturday, May 1.

Instituted and fostered shortly after the close of the first world war at a time when the public school systems of the United States were in a crisis caused by a shortage of teachers so acute that many schools were forced to close, Public Schools Week has since become an annual observance. Its original sponsor was the Masonic fraternity. Other organizations have become interested in encouraging the observance through the years, and in 1948 many groups such as parent-teacher associations, service clubs, and civic organizations, as well as the fraternal order, will support and participate in the Public Schools Week program.

The American public school in 1946 faced a crisis similar in some respects to that of 1919. The major problems again were largely those of teacher shortage and population increase complicated by a general deterioration of school housing during the war years when building was impossible and proper maintenance and repair of existing school plants were extremely difficult.

Throughout 1946 and 1947, public attention was directed to the emergency that faced the California public schools, and swift public action followed in state and local elections. The remarkable public understanding of public school issues demonstrated by California voters, and the impressive program of legislation approved by the State Legislature in its 1946 and 1947 sessions, are proofs that the people today are better informed about the needs and the services of the schools than in the past. There is no doubt that the annual observance of Public Schools Week has been an important factor in developing public interest, understanding, and concern for the welfare of the public schools of the community as an institution of the first importance.

In the spring of 1948 we may not claim that the problems imposed upon public school teachers and administrators by the second world war are solved. But it is important that the public school people of the state should take every opportunity to inform their communities that work toward the solution of those problems has been undertaken vigorously and effectively.

Impressive action by the people to improve the administrative, financial, and housing situations in the California public schools has been accompanied by equally vigorous efforts to improve and strengthen the curriculum so that children in the public schools today may have a better opportunity to become citizens of the calibre needed by the United States and the world in the near and long future.

Public Schools Week is an invaluable occasion for directing the attention of the community to activities in the classroom, and to the progress and development of the children to whom the classroom is a world of opportunity.

There has grown up in the twenty-eight years in which Public Schools Week has been observed in many California communities, a traditional open house in which the schools, during both day and evening hours, welcome the families of pupils, and the general public. This tradition, and others concerning the exhibition of representative work accomplished by the children, the presentation of student dramatic and musical performances in assembly halls, the participation of adult organizations in social functions on school premises, and the employment of proper publicity through press and radio channels, are worthy to be preserved and practiced repeatedly.

Three subjects especially appropriate for emphasis in the Public Schools Week observances in 1948 are mentioned by Roy E. Simpson, Superintendent of Public Instruction, in the following statement:

"In observing Public Schools Week in 1948, California children in our communities may find especially stimulating programs that emphasize the educational values of the Centennial Celebrations. I hope that teachers and principals may this year make available to their pupils materials that will enable them to express an appreciation of various aspects of California history during the observance.

"In addition there are two issues of importance that invite important contributions by the public schools to the community. One is the issue of conservation. California's natural wealth is one of the greatest resources of the nation, and plays a part in every community's life as well as in the exchanges of world commerce. Our school people are conservation-minded, and we shall do well this year to invite our school children to express their understanding and attitudes with respect to conservation.

"The other is the issue of international living. Despite difficulties in international relations on the diplomatic level, such demonstrations of public good will as have accompanied the passage of the Friendship Train and the sailing of the California Friend Ship *Golden Bear* with a cargo of processed milk for European children are proof that our people view their neighbors round the world with a basic good will. There are many evidences of this in the public schools. I hope some of these may be demonstrated to the community during the observance of Public Schools Week."

CONSERVATION WEEK, MARCH 7-14, 1948

Conservation Week will be observed beginning March 7, 1948, which is an anniversary of Luther Burbank's birthday, and continuing through March 14. The observation in the public schools of California this year is especially significant, coming as it does in the midst of a year in which the necessity for conservation is being dramatically emphasized on many levels, from local to international. Most impressive evidence of the need for wise use of resources is provided for California public school children by the enthusiastic public response to phases of the national food conservation program such as the journey of the Friendship Train with its cargo for countries in which hunger is taking a tragic toll, and the voyage of California's Friend Ship *Golden Bear*, carrying milk to Europe; and by such international efforts as the Crusade for Children under sponsorship of the United Nations. The increased attention given to forest fire prevention programs in this state last summer emphasized another important phase of conservation.

Following are some excerpts from an address by Roy E. Simpson, Superintendent of Public Instruction, on the topic "The Schools Look at Conservation," delivered at a meeting of the California Conservation Council in San Francisco, November 12, 1947.

Conservationists have from the start been educators. Their mission has become increasingly important. Their function today is crucial. It is to the credit of our pioneer thinkers in conservation that they have constantly been aware that a major aspect of their program has been to educate the public. . . .

The entire service of the public schools can be understood as a service of conservation—*conservation of our human resources*. Our objective is to train our youth for *wise use* of their own energies, capacities, abilities.

It is possible that the school people and the conservation people have not reached a complete understanding as to their joint functions. I am not sure that all of the conservation people appreciate the full extent of the public schools' commitment to conservation. It is also true that not all school teachers and administrators appreciate the full educational value of the conservationists' program.

Both of these groups are moved by profound convictions. Together we know that we are dedicated to providing society with people and ideas and programs of action that are essential to the health of society. . . .

Crises such as we have experienced during the World War breed others, apparently, in a long series. . . . Readjustment of the Public School System in California to postwar conditions has not been easy. California's large gain in human resources—men, women, and children—has complicated the problems of the schools, already overcrowded and short of personnel.

The crisis created by starvation in many parts of the war-torn world is being brought home to American citizens today. Food conservation has become an emergency. It creates a situation in which we must act, as the Armed Services say,

"beyond the call of duty." From past experience, the world has reason to expect such a response from the American citizen, and there is evidence in every newspaper that the American citizen is again responding in that spirit.

The conservationist may point out that there are still man-caused forest fires; that the American citizen is all too frequently wasteful in his use of water and fuel, and of the soil itself. . . . But the Conservationist continues his urgent mission, endlessly seeking to reduce and eliminate the practices of waste that create hunger, fire, and flood.

Let me assure you that the public schools are conservation-minded. . . . There is much evidence to show that thinking for conservation pervades all levels of the public schools.

When it became apparent last spring that the 1947 summer would be a hazardous one for our California forests, State Forester DeWitt Nelson asked the State Department of Education to secure participation of the schools in a state-wide contest to secure a name for the new conservation group then in formation. It was very late in the school year, but we sent out 100,000 forms for distribution to students from the junior high schools and up. Every student who submitted a name wrote an essay on conservation practice. The response was very fine. The combined name and slogan chosen was "Keep California Green and Golden."

Conservation is a part of all citizenship courses. It is a part of our general science courses in the ninth grade. It is a part of biology courses in the tenth grade. Many high schools are now giving their twelfth-year students what we call "Senior Problems" courses. Conservation is a part of these studies. . . .

Civics, economics, history, geography—all the studies that may be called the social studies—emphasize in various ways the necessity of sound practice of conservation.

As the public schools progress in the use of audio-visual methods of instruction, we shall be able to place additional stress on the urgency of the need for conservation, and the practices that make it effective. The vividness of these methods of instruction, of course, is especially suited to the presentation of facts about conservation—facts which the qualified citizen must know.

The education program for conservation of our natural wealth through indoctrination in our public schools must be extended and improved. . . . Through such meetings as this, our co-operative action is stimulated and our programs are advanced.

ENROLLMENT IN CALIFORNIA PUBLIC SCHOOLS ON OCTOBER 31, 1947

Compiled by Bureau of Education Research from Reports Submitted by
California School Districts

Grades and special classes	Male	Female	Total
ENROLLMENT IN REGULAR GRADES			
Kindergarten.....	55,946	53,948	109,894
First Grade.....	84,941	76,761	161,702
Second Grade.....	71,130	66,044	137,174
Third Grade.....	67,407	63,260	130,667
Fourth Grade.....	60,772	58,239	119,011
Fifth Grade.....	56,858	54,658	111,516
Sixth Grade.....	53,067	51,332	104,399
Seventh Grade in Elementary School.....	26,504	25,515	52,019
Seventh Grade in Junior High School.....	26,312	25,649	51,961
Eighth Grade in Elementary School.....	24,170	23,796	47,966
Eighth Grade in Junior High School.....	26,440	25,921	52,361
Ninth Grade.....	49,841	49,102	98,943
Tenth Grade.....	47,917	46,794	94,711
Eleventh Grade in High School.....	40,210	40,015	80,225
Eleventh Grade in Junior College.....	1,945	1,779	3,724
Twelfth Grade in High School.....	33,394	35,837	69,231
Twelfth Grade in Junior College.....	1,506	1,370	2,876
Thirteenth Grade in High School.....	1,454	635	2,089
Thirteenth Grade in Junior College.....	26,017	11,833	37,850
Fourteenth Grade in High School.....	775	211	986
Fourteenth Grade in Junior College.....	15,094	5,137	20,231
Total enrollment in regular grades.....	771,700	717,836	1,489,536
ENROLLMENT IN SPECIAL CLASSES			
Ungraded in Elementary School.....	4,846	2,759	7,605
Post Graduate in Elementary School.....	13	8	21
Special day and evening classes in Elementary School.....	152	121	273
Special classes for physically handicapped minors in Elementary School.....	2,316	1,822	4,138
Special classes for physically handicapped minors in Grades 7 and 8 in Junior High School.....	244	216	460
Special classes for physically handicapped minors in Grades 9 to 12.....	587	700	1,287
Special classes for physically handicapped minors in Grades 13 and 14.....	21	18	39
Compulsory continuation classes.....	4,577	2,880	7,457
Special pupils in regular classes in Grades 9 to 12.....	2,302	1,201	3,503
Special pupils in regular classes in Grades 13 and 14.....	3,852	3,747	7,599
Classes for adults in High School.....	78,738	107,337	186,075
Classes for adults in Junior College.....	16,840	23,365	40,205
Total in Special Classes.....	114,488	144,174	258,662
Grand total.....	886,188	862,010	1,748,198

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, Superintendent

RECENT APPOINTMENTS AND STAFF CHANGES

HELEN HEFFERNAN returned to the department to resume her duties in elementary education on January 4. Since October 1, 1946, she has been on leave of absence, serving as chief of elementary education for Supreme Command, Allied Powers, on General MacArthur's staff in Japan. Her assignment was to work with the Japanese Government in establishing a democratic system of public elementary schools. Total school attendance in Japan is approximately 19,000,000. Approximately 12,000,000 pupils are in elementary grades. Miss Heffernan's position in the Department of Education is now in the Division of Instruction. Her title in the new division is Assistant Division Chief, Elementary Education.

BERNARD J. LONSDALE, who served as Acting Chief, Division of Elementary Education (the designation of the office previous to the recently effected reorganization of the department), continues in the department as Consultant in Elementary Education.

HARRY P. McCANDLESS has been appointed Assistant Division Chief, Education Administration, in the Division of Public School Administration. Mr. McCandless was formerly superintendent of schools in the Redondo Beach city elementary school district. He is president of the southern section of the California Association of Public School Business Officials, and a member of the board of directors of the California Teachers Association, Southern Section. Mr. McCandless' appointment was effective January 1.

FRANCIS W. DOYLE has been appointed to serve as Chief of the Bureau of Special Education in the Division of Instruction. Mr. Doyle's experience includes teaching and supervisory positions in Illinois and New Jersey state schools for the deaf. Since 1938 he has been director of special education in the Oakland public schools. His appointment is effective February 1.

AUBREY A. DOUGLASS, who resigned from the department on November 1, 1947, to serve as a member of the committee authorized to survey the needs of the state in education beyond the high school, was reappointed as Associate Superintendent in charge of the Division of

State Colleges and Teacher Education, effective March 1, by the State Board of Education at its quarterly meeting in Los Angeles, January 9.

RUSSELL M. IHRIG, Commodore, U. S. N. (ret.), has been appointed Superintendent of the California Maritime Academy, succeeding Captain Claude B. Mayo, U. S. N. (ret.). Commodore Ihrig's appointment by the Board of Directors of the Academy became effective November 1, 1947. In the reorganization of the department the Academy was originally assigned to the Division of Special Schools and Services. It has recently been shifted to the jurisdiction of the Division of State Colleges and Teacher Education.

WILLIAM H. PETERSON was appointed Assistant Administrative Adviser of the Department of Education, effective December 1, 1947. At the time of his appointment, Mr. Peterson was serving as Deputy District Attorney of Ventura County, to which position he had been appointed in February, 1947, following his return to inactive duty after five and one-half years of service in the United States Army, principally as a Judge Advocate with the Army Air Forces. Mr. Peterson is a graduate of the University of California and of the Stanford University School of Law. His office will be with that of Alfred E. Lentz, Administrative Adviser of the department, in the State Library and Courts Building, Sacramento.

MARION B. SLOSS and BRUCE P. CURRIE have been appointed to serve as field representatives in Education Administration, Division of Public School Administration. Much of their time will be devoted to advisory work for the Bureau of School Accounts and Records. A third representative will be named later. Mr. Sloss' appointment was effective on December 1. He was formerly assistant supervisor, Child Care Centers, in the Sacramento office. Earlier he was superintendent of Granite elementary school district. Mr. Currie's appointment was effective on December 15. He was formerly an auditor on the staff of the School Lunch Program in Los Angeles, and previously had served in administrative posts in public school systems in the middle west.

PAUL L. RIVERS has been appointed as a Field Representative in School Planning, in the Division of Public School Administration, effective January 1. Mr. Rivers has been district superintendent of schools and high school principal in Escalon Union high school district since 1937, and previously was superintendent of Madera elementary school district. His headquarters is Sacramento.

DOW PATTERSON has been appointed as a Field Representative in School Planning in the Division of Public School Administration, effective November 24, 1947. His headquarters is in Los Angeles. Mr. Patter-

son was formerly instructor and coach in various California schools and colleges, and from 1943 to 1945 was supervisor with a contracting firm.

JOHN BRANIGAN has been appointed as a Field Representative in School Planning in the Division of Public School Administration, effective January 1, 1948. His headquarters will be Los Angeles. He was formerly district superintendent of Redlands elementary and Redlands Union high school districts.

HERBERT H. BURLINGHAM has been appointed to the position of Agricultural Teacher Trainer at California State Polytechnic College. Mr. Burlingham has been serving as Regional Supervisor of Agricultural Education in the Sacramento Valley since 1942, with headquarters at Chico State College. He was replaced on January 1, 1948, by J. EVERETT WALKER, who has been Director of Agricultural Education in the Modesto city school system for 16 years. Mr. Walker is president of the California Agricultural Teachers Association.

HORACE W. BATES was appointed Special Supervisor, Bureau of Trade and Industrial Education in the Division of Instruction, effective November 1, 1947. Mr. Bates' headquarters is in Los Angeles. He was formerly assistant surplus property officer in the Los Angeles division, State Educational Agency for Surplus Property. DAVID JACKEY resigned September 1, 1947, from the position of Teacher Trainer for the Bureau of Trade and Industrial Education at Los Angeles to accept a position with the University of California at Los Angeles. MELVIN BARLOW, former Assistant Teacher Trainer in the same office, has taken Dr. Jackey's place. LEE BODKIN, Assistant Teacher Trainer in the Bureau office at Berkeley, was transferred to the Los Angeles campus on October 15, 1947, to assist Mr. Barlow. SIDNEY MCGAW, Oakland machine shop teacher, was appointed October 1, 1947, as Assistant Teacher Trainer for the Bureau of Trade and Industrial Education in Berkeley. Mr. McGaw is filling the vacancy made by the transfer of Lee Bodkin to Los Angeles.

EDGAR B. WICKLANDER was appointed as a Special Supervisor of Vocational Education, effective October 15, 1947. He was formerly in the State Educational Agency for Surplus Property. His headquarters is Sacramento. Mr. Wicklander's position is a new one attached to the office of the Director of Vocational Education for assistance in fiscal matters.

WILLIAM T. STABLER has been appointed as a Photographer in the Bureau of Audio-Visual Education, effective November 17, 1947. Mr. Stabler was formerly a commercial photographer and did technical photographic work in the Navy during the war.

DELLA M. PERRIN, Consultant in Early Childhood Education, is on leave of absence from the elementary education staff in the Division of Instruction from February 1, 1948, to August 16, 1948. Miss Perrin will undertake advanced graduate study in education at Stanford University.

JOHN A. MARTIN has been appointed as Field Representative for the Commission of Credentials, effective January 3, 1948. Mr. Martin's duties are to assist county, city, and district superintendents of schools in processing credentials documents and in handling special cases.

CONFERENCE OF SECONDARY SCHOOL ADMINISTRATORS

The Superintendent of Public Instruction has called a state-wide conference of secondary school administrators to meet in San Francisco on March 22, 23, and 24, 1948.

With the assistance of the California Association of Secondary School Administrators and its constituent member organizations, the California Association of Adult Administrators and the California Junior College Association, the Secondary Education staff is preparing the program. Many other staff members in the State Department of Education are also co-operating to provide section meetings on significant topics.

The State Representative Council of the California Association of Secondary School Administrators will meet on Sunday, March 21.

Headquarters will be established at the Whitcomb Hotel, 1231 Market Street. Meeting rooms will be announced later.

CONFERENCE OF DISTRICT SUPERINTENDENTS AND ELEMENTARY SCHOOL PRINCIPALS

The Superintendent of Public Instruction has called a state-wide conference of superintendents of elementary school districts and elementary school principals to meet in Long Beach, March 21-24, 1948.

The Division of Instruction of the State Department of Education, with co-operation of the California Elementary School Principals Association, has prepared a program which should be of vital interest to leaders in elementary education and contribute to the educational program in the State. The theme selected for the conference is "The Principal and the Curriculum."

Helen Heffernan, recently returned to the department from a year's work in Japan, will address the conference at the opening session on Sunday evening, March 21, on the topic "A World Community—Its Implications for the Curriculum." Leading educators in the state will serve as speakers or consultants in the general sessions and section meetings that follow. The conference will stress the role of the principal as a leader in curriculum development.

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

NEW PUBLICATIONS

Handbook of Information for the Hard of Hearing. Compiled and arranged by Charles G. Bluett, Bureau of Vocational Rehabilitation, State Department of Education. Sponsored by California State Department of Public Health and California State Department of Education. Sacramento: California State Department of Education, 1947. Pp. viii + 152.

This publication is the result of a widespread and urgent demand created by the publication in 1942 of its predecessor, *Handbook of Information for the Hard-of-Hearing Adult*, which met with such enthusiastic response that the edition was soon exhausted.

Part I of the current publication is a revision and amplification of the original handbook. To it has been added Part II with new material pertaining to the hard-of-hearing child. This was done because it was found that in addition to serving its primary purpose of advising the hard-of-hearing persons to whom it was addressed, it also had been widely sought by agencies and individuals dealing with hard-of-hearing children as well as adults. Inquiries may be addressed to the Bureau of Textbooks and Publications.

Our Air Age: A General High School Course on Aviation. Unit II. Airplane Structures and Problems of Flight. Prepared by the staff of the Bureau of Aviation Education. Sacramento: California State Department of Education, 1947. Pp. iv + 68.

This second unit of the series *Our Air Age* has just been published by the State Department of Education. It includes the following topics: "Where Do We Get Our Rules of the Air," "What Are the Characteristics of Flight?" "Types of Aircraft—Their Use," "Principles of Aircraft Construction," "Aircraft Power Plants—Instruments," "What Makes Flying Safe for the Private Pilot?" and "What Are the Causes of Air Accidents?" It is illustrated by twenty-three line drawings.

Single copies are being sent to county and city superintendents of schools, district superintendents of high school districts, to principals of four-year and senior high schools and of junior colleges, and to teachers of courses on aviation in high schools and junior colleges that have instituted such a course.

Additional copies will be sold at cost-plus handling charges to schools offering the course for use by pupils and to individuals. Orders and inquiries should be addressed to the Bureau of Textbooks and Publications.

Publication of other units of the series is in progress. The remainder of the series will be published in the following order: Unit III, *Navigation and Meteorology for Air World Geography*; Unit IV, *Vocational Problems and Aviation*; and Unit V, *National and International Aspects of Aviation*.

Education for Safety: A Handbook for Teachers. Consisting of Material Prepared by the California State Curriculum Commission's Workshop on Education for Safety at Claremont College and a Report by the California Interscholastic Federation on "Safety in the Physical Education Program." Bulletin of the California State Department of Education, Vol. XVI, No. 5, December, 1947. Pp. iv. + 96.

This bulletin is published by the State Department of Education to aid teachers of a variety of subjects in developing the idea of safety as it relates to the other subjects being taught. It points out that safety should not be a separate subject but can be effectively presented in connection with classes in English, home economics, shop, sciences, and physical education.

The National Safety Council and Claremont College aided materially in the study. Other agencies which contributed resources and material to the workshop were the National Conservation Bureau; the Center for Safety Education at New York University; the American Red Cross; and the National Congress of Parents and Teachers. Among organizations within the state which gave great aid were the California Congress of Parents and Teachers, the State Highway Patrol, the State Department of Motor Vehicles, the Automobile Club of Southern California, and the California State Automobile Association. The Bureau of Textbooks and Publications has edited and revised the material, bringing it up to date.

The handbook has been adopted by the State Board of Education as a teacher's manual for elementary schools. The State Department of Education will furnish the bulletin to secondary schools also. Copies will be sent to county, city, and district superintendents of schools for redistribution to schools under their jurisdiction, and to high school principals in districts not employing superintendents.

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, Administrative Adviser

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

APPELLATE COURT DECISIONS

Admissibility as Evidence of Record of Conviction of Criminal Offense in Action for Dismissal of a Permanent Teacher

Where the governing board of a school district filed an action in the Superior Court under Education Code Section 13529 against a permanent employee (teacher) of the district looking toward the dismissal of the employee for "unprofessional conduct" in that the employee had driven a motor vehicle while under the influence of intoxicating liquor in violation of Vehicle Code Section 502 and had been arrested and found guilty of the offense, the trial court properly refused to receive in evidence the record of the conviction of the defendant of the act upon which the district based its charge of unprofessional conduct by the employee.

The rule is that a judgment of conviction in a criminal prosecution may not be introduced in evidence in a subsequent civil proceeding to establish the truth of the facts upon which the criminal action was predicated; further, Vehicle Code Section 755 makes inadmissible as evidence in any civil action the record of a conviction of violating a provision of such code. (*Board of Education of the City of Long Beach v. King*, 82 ACA 963.)

ATTORNEY GENERAL'S OPINIONS

Suspension, Lapsing, and Re-establishment of Elementary School Districts

Under Education Code Sections 2581-2593, a county board of supervisors must follow the recommendation of a county superintendent of schools made under Section 2583 with respect to the lapsing of a suspended elementary school district and in the event of the refusal of the board of supervisors to act in accordance with such recommendation a writ of mandate would issue to force the board of supervisors to act.

The refusal of the board of supervisors to act does not change the status of the district as a suspended district and the board is authorized

to re-establish it as an active district under Education Code Section 2592. Any reasonable showing made to the board of supervisors under Section 2592 that there are eight or more pupils ready to attend school in the district is sufficient. The finding of the board of supervisors is final in the absence of fraud, misrepresentation, obvious error of fact or absence of any showing to the board indicating there are eight or more pupils of the district ready to attend school. (AGO 47-252, December 1, 1947.)

Crediting of Attendance of Pupils Not Residing in District of Attendance

Under Education Code Section 1504, the attendance of pupils residing in one district and attending in another (other than seventh and eighth grade pupils attending a junior high school) must be credited to the district of attendance for all purposes, including that of determining the average daily attendance of a district for the purposes of Education Code Section 2581 and no interdistrict attendance agreement to the contrary may be legally consummated. (AGO 47-252, December 1, 1947.)

Sufficiency of Petition for Annexation of Elementary School District to a City Elementary School District

Whenever a county board of supervisors is satisfied that a petition requesting the annexation, under Education Code Section 2481, of an elementary school district in the county to a contiguous elementary school district situated in whole or in part in any city (other than a city of the sixth class) in the same county, has been signed by the required number of electors (persons qualified under Section 1 of Article II of the Constitution—see also Elections Code Section 20), it may effect the annexation.

There is no requirement that the signatures be checked in any particular manner, although the board of supervisors may investigate the signatures, by census or otherwise, if not satisfied. (AGO 47-253, December 1, 1947.)

Approval by Superintendent of Public Instruction of School District Expenditures for Pupil Transportation for Purposes of Apportionment Law

Under Education Code Section 7012, the Superintendent of Public Instruction has the authority to approve expenditures by a school district for the transportation of pupils for the purpose of determining the amounts to be allowed school districts under that section.

The Superintendent of Public Instruction in acting under the section acted reasonably and within his authority in deducting thirty per cent from the actual expenditures of a school district for the transportation of pupils in each case where the school district contracted for the

transportation of its pupils inasmuch as it appears that pupils transportation contracts include all capital outlay in their contract prices, and school districts owning and operating their own pupil transportation equipment are not permitted under the section to include capital outlays in determining their actual expenditures for pupil transportation. (AGO 47-229, December 1, 1947.)

Absence of Pupil From School for Dental, Optometrical, or Medical Service

Education Code Section 16486, as amended by Chapter 1390 of the Statutes of 1947, permits but one absence, for not to exceed one day, of a pupil from school for dental, optometrical, or medical service in any school month to be counted as attendance upon school. (Letter of Attorney General to Superintendent of Public Instruction, December 15, 1947.)

Courses of Instruction in Automobile Driver Education and Automobile Driver Training Maintained by Secondary School Districts

Under Education Code Sections 10200-10205, relating to secondary school courses of instruction in automobile driver education and automobile driver training, whenever the governing board of a district maintaining a secondary school maintains a course in automobile driver education, every pupil enrolled in the regular full time day secondary schools of the district must take the course at some time prior to his being graduated. The exact time may be prescribed by the governing board of the district or by the State Board of Education in its rules and regulations adopted under Education Code Section 10200.

The State Board of Education may not provide in its regulations for the excusing from attendance upon a course in automobile driver education of any pupils enrolled in the regular full time day schools of the district, but the State Board of Education may classify secondary school districts as to size and location and provide for different courses of instruction for each class.

Courses in automobile driver education and automobile driver training maintained by a secondary school district may be discontinued at any time by the governing board of the district. (AGO 47-266, December 1, 1947.)

Tax Rate Based on Underestimate of Assessed Valuation of District, Correct Assessed Valuation Not Being Available, for State School Building Aid Purposes as Resulting From Error of Nondistrict Officer or Employee

Where, because of the failure of the county assessor and county auditor to make the assessed valuation of a school district for the current year known to the governing board of the district prior to the submission of the budget of the district to the county board of supervisors under

Education Code Section 6306, the governing board of the district underestimated the assessed valuation of the district with the result that a tax rate more than one-half cent less than the maximum statutory tax rate authorized by Education Code Section 6357 was levied depriving the district of eligibility for an allocation of State funds under Chapter 1575 of the Statutes of 1947 (Education Code Sections 5021-5034), the levy of the lesser tax rate was not the result of an error made by other than an officer or employee of the district within the meaning of Education Code Section 5026. (AGO 47-291, December 10, 1947.)

Application of Administrative Procedure Act to Actions of State Board of Education

The regulations of the State Board of Education as they now appear in Subchapter 2 of Chapter 1 of Title 5 of the California Administrative Code comprising Sections 200-640, relating to credentials for public school service, adopted under Education Code Sections 12030 et seq., are subject to the provisions of the Administrative Procedure Act (Government Code, Title 2, Division 3, Part 1, Chapters 4 and 5, comprising Sections 11370-11528) except such portions of such regulations as are duplications of provisions of the Education Code.

However, the materials in Article 4 of Subchapter 3.5 of Chapter 1 of Title 5 of the California Administrative Code, comprising Sections 823 and 824, which list the institutions authorized to recommend credentials for the credentials specified, are not regulations and should not be included in the California Administrative Code, although the material contained in said sections is a proper function of the Board, under Education Code Section 12025.

All rules or regulations promulgated by the State Board of Education under Education Code Sections 20347, relating to the government of the state colleges and their employees, are subject to the Administrative Procedure Act. (AGO 47-268, December 5, 1947.)

Trade or Industry Publication Under Administrative Procedure Act

The *Sierra Educational News*, published by the California Teachers Association, qualifies as a trade or industry publication for the purposes of Government Code Section 11423 (Administrative Procedure Act, Government Code, Title 2, Division 3, Part 1, Chapters 4 and 5) for the publication of notices of proposed actions by the State Board of Education with respect to its regulations, but *California Schools*, published by the State Department of Education, does not. (AGO 47-268, December 5, 1947.)

FOR YOUR INFORMATION

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at the regular meeting held at Los Angeles, January 9 and 10, 1948.

Reappointment of Associate Superintendent. On nomination by Superintendent of Public Instruction Simpson, the Board reappointed Aubrey A. Douglass, who is at present serving on the committee appointed to make a survey of higher education in California, as Associate Superintendent of Public Instruction in charge of the Division of State Colleges and Teacher Education, effective March 1, 1948.

Approval of Issuance of a Call for Bids for Textbooks in Music. On recommendation of the State Curriculum Commission, the Board approved the issuance of a call for bids for textbooks in music for grades 1 to 8 for use in schools in which music instruction is conducted on a graded basis, the call for bids to provide for an adoption period beginning July 1, 1950, for books for grades 1 to 4 and 7 and 8, for an adoption period beginning July 1, 1951, for books for grades 5 and 6.

Amendments and Additions to Credential Regulations. The Board approved the addition of Section 466(d) to Title 5 of the California Administrative Code, providing for Special Supervision Vocational Class B Credential in Trade and Industrial and Public Service Education, to read as follows:

(d) **POSTPONEMENT OF REQUIREMENTS.** A credential valid for one year may be issued to an applicant who has not completed the required training, provided:

- (1) The applicant meets all the requirements for this credential except completion of the ten semester hours of required professional courses.
- (2) A definite vacancy exists for which there is no legally qualified applicant* available.
- (3) A request for the granting of a credential is made to the Commission of Credentials by the employing authority stating intention to employ the applicant.

NOTE: The applicant receiving the credential under these conditions must complete the required professional courses relating to school organization, administration and supervision before a five year renewal is granted.

The Board also approved the addition of Section 202.1 to Title 5, California Administrative Code, relating to requirements in audio-visual-radio education for certain credentials, to read as follows.

* A legally qualified applicant is one who holds or has met all the requirements for this credential.

202.1. No kindergarten-primary, general elementary, junior high school, general secondary or junior college credential issued subsequent to April 30, 1948 shall be renewed unless the holder thereof has, in addition to meeting all other applicable requirements for renewal, successfully completed a course, or the equivalent, of at least two semester hours in audio-visual-radio education in an accredited California teacher training institution or in any institution undergraduate credit earned in which may be accepted as meeting undergraduate credit requirements for California credentials under Article 6 or Subchapter 2 of this chapter.

Repeal of Portions of Title 5, California Administrative Code, Relating to Accreditation of Teacher Education Institutions. Inasmuch as the Attorney General held in his Opinion 47-268 that the materials contained in Articles 4 and 5 of Subchapter 3.5 of Chapter 1 of Title 5 of the California Administrative Code (Sections 823, 824, and 834) express proper functions of the State Board of Education but are not regulations within the meaning of the Administrative Procedure Act, the Board repealed the said articles as regulations of the State Board of Education and readopted the materials therein as actions taken by the State Board of Education not subject to the provisions of the Administrative Procedure Act. The Board also validated all actions heretofore taken under or pursuant to said articles.

Regulations Pertaining to Approval of Institutions for Education and Training of Veterans. The Board rescinded Article 1, Subchapter 6, of Chapter 1, Title 5 of the California Administrative Code, comprising Sections 1400-1411, relating to the approval of institutions for education of veterans, and adopted new Sections 1400-1414 on this subject.

NOTE: Full text of the new regulations will be published by the Department of Education for early distribution.

Approval of Petition for Election to Form City High School District. The Board approved a petition for authority for the holding of an election to determine whether the Torrance City Elementary School District shall withdraw from the Redondo Union High School District and form a new city high school district in Los Angeles County, to be known as the Torrance City High School District.

Approval of Establishment of Junior College. On recommendation of the Superintendent of Public Instruction, the Board approved a request from Shasta Union High School District for authority to establish and maintain a junior college under the provisions of Education Code Section 8812.

Approval of Election for Establishment of Junior College District. The Board approved a petition submitted pursuant to Education Code Section 4234 for the holding of an election to form a junior college district composed of the territory included in Lindsay Unified School District, Tulare Union High School District, and Visalia Union High School District, all in Tulare County.

Approval of Educational Organizations. In accordance with Education Code Section 4861, the Board approved the following organizations as organizations for which membership fees may be paid from school funds.

American Association of Collegiate Registrars, Miss Carrie Mae Probst, President, Goucher College, Baltimore, Maryland

California Junior College Association, Central Section, Harry E. Tyler, President, Santa Maria Junior College, Santa Maria, California

Pacific Coast Association of Collegiate Registrars, Joe H. West, President, San Jose State College, San Jose, California

The Association of California Public School Superintendents, Homer H. Cornick, President, California Teachers Association Building, 612 South Figueroa Street, Los Angeles, California (change of name only)

NEW AVIATION CAREER PLAN

High school graduates are urged by the Air Training Command to take advantage of the Air Force's new aviation career plan in order to get "the finest specialized training to be had at any price."

Graduates can choose an Air Force Specialist School *before enlisting* and be sure of attending it. Those who enlist for 3, 4, or 5 years and are physically and mentally qualified can be certain of getting into one of the approximately 40 courses now offered.

Detailed information may be procured from local recruiting offices, or from the recruiting office at Mather Field, Sacramento, where enlistees from the northern California area are processed prior to being sent to the Indoctrination Division of the Air Training Command at San Antonio, Texas.

Courses are now available for training the following workers:

Airplane and engine mechanic (jet)	Surveyor
Airplane and engine mechanic (conventional aircraft)	Refrigerator mechanic
Aircraft welder	Water supply technician
Control tower operator	Construction equipment mechanic
Parachute rigger and repairman	Photo lithographer (D.T.)
Bombsight mechanic	Photographer
Weapons repair, small arms	Construction equipment operator
Primary armament technician	Automotive equipment technician
Remote control turret mechanic	Diesel mechanic
Radar mechanic	Engineman, operating
Radio mechanic	Machinist
Radio operator	Sheet metal worker
Telephone and telegraph equipment repairman	Combination welder and blacksmith
Repeaterman, telephone	Tabulating machine operator
Carpenter	Clerk typist
Draftsman	Medical corpsman
Electrician	Teletype mechanic
Plumber	Stenographer
	USAF Military Police
	Ammunition supply technician

HERBERT SLATER MEMORIAL FUND

The late Herbert W. Slater, member of the State Assembly, 1910-1914, and of the State Senate from 1915 until his death on August 13, 1947, was for many years chairman of the Senate Committee on Education. During his 37-year period of service in the Legislature, he introduced many bills of a humanitarian nature and was known as a friend of education and of children generally. During the 57th session, which was the last in which Senator Slater served, he was the author of Senate Bill 133 which provides that school districts and county superintendents of schools shall be reimbursed by the state for costs incurred in the education of mentally retarded children.

At the time of his death, citizens of his home city, Santa Rosa, requested his friends, so far as they could be reached before the time of the burial service, to refrain from sending flowers and instead to make contributions of the equivalent amount of money or any larger amounts which they might deem proper in accordance with their circumstances, to the perpetuation of his memory by some form of permanent memorial.

A committee appointed to solicit funds for carrying out the idea of a memorial evolved a plan considered to be in keeping with Herbert Slater's life of unselfishness and sacrifice—that of dedicating to him an entire wing of the new proposed Santa Rosa Memorial Hospital. A bronze likeness and plaque of Senator Slater will be placed at the entrance to the wing.

This lasting, living memorial will merit the support of all who knew and benefited by Herbert Slater's work in California. Contributions are payable to the Slater Memorial Fund and should be mailed to 205 Exchange Avenue, Santa Rosa.

THE CHILDREN'S CRUSADE

The Children's Crusade is youth's part in the world relief campaign of American Overseas Aid—United Nations Appeal for Children. This campaign, with headquarters at 39 Broadway, New York 6, New York, is asking Americans during the month of February for \$60,000,000 to be used for emergency relief of war victims abroad, especially the four hundred million hungry children.

Youth's role will be to tell America the story of youth's tragedy overseas—malnutrition, disease, homelessness, starvation—and to ask Americans to live up to their tradition of generosity.

The crusade of children for children can be a moving and inspiring one, but to be most effective in its final results it needs adult leadership. It is felt that the schools can give the best mature guidance. The National Education Association, the National Congress of Parents and Teachers, the U. S. Office of Education, the Youth Division of the National Social

Welfare Assembly, and the U. N. Collegiate Council have pledged whole-hearted support.

School administrators, teachers, and leaders of youth organizations are asked to help organize the Children's Crusade in their own communities, and to give it the direction that will be consistent with parents' wishes and school policies.

SCHOLARSHIPS AND FELLOWSHIPS AVAILABLE

The California Congress of Parents and Teachers, Incorporated, offers for the year 1948-49 ten scholarships of \$600 each for senior or graduate study at San Francisco State College; and two fellowships of \$1200 each for graduate study in out-of-state educational institutions. The purpose for which these scholarships and fellowships are to be awarded is to provide training for those who wish to become special teachers of the blind, the deaf, the hard-of-hearing, the crippled including the cerebral-palsied, and the mentally retarded. Priority will be accorded applications received before April 1, 1948.

Application forms may be secured from and returned to Mrs. W. B. Phillips, 1918 Woolsey Street, Berkeley 3, California.

SCHOOL SAVINGS JOURNAL

The spring issue of the *School Savings Journal for Classroom Teachers*, published semiannually by the U. S. Treasury Department, will be distributed to California classrooms the latter part of February. Attention is directed to this issue of the Journal as a source of information about the School Savings Program as a means of combatting inflation. Among the contents of the forthcoming 16-page rotogravure issue are a center-spread poster in two colors, to be lifted out for posting on classroom wall or bulletin board; an article, "Saving for What?" by Bergen Evans, professor of English at Northwestern University; news stories on savings programs in New Jersey and Kansas schools; a radio script for live or mock broadcast; and a list of available teaching aids.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

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- CONANT, JAMES B. *On Understanding Science: An Historical Approach*. New Haven, Connecticut: Yale University Press, 1947. Pp. xvi + 146.
- FEIBLEMAN, JAMES. *The Theory of Human Culture*. New York: Duell, Sloan, and Pearce, 1946. Pp. xiv + 362.
- Religion and the Public Schools: A Discussion Outline*. Prepared by J. B. Edmonson. Personal Growth Leaflet No. 190. Published for sale at cost by the Hugh Birch-Horace Mann Fund. Distributed by the National Education Association, Washington 6, D. C.
- SOKOLOFF, BORIS. *Jealousy: A Psychiatric Study*. New York: Howell, Soskin, Publishers, Inc., 1947. Pp. 262.
- Teaching Current Events*. Columbus 15, Ohio: American Educational Press, Inc., 1947. Pp. 32.
- TEAD, ORDWAY. *Equalizing Educational Opportunities Beyond the Secondary School*. (The Inglis Lecture, 1947.) Cambridge, Massachusetts: Harvard University Press, 1947. Pp. 54.
- Three R's for a New Day*. An Address by Carter Davidson, President of Union College, Schenectady, New York. Endicott, New York: International Business Machines Corporation, Department of Education [1946]. Pp. 18.
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- United Citizen Action to Improve Georgia's Human Resources: A Guide to the Establishment of Community Co-ordinating Councils*. Revised edition. Atlanta, Georgia: The Georgia Citizens Council, 20 Ivy Street, June, 1947. Pp. 28.